DOCUMENT RESUME

ED 192 821 JC 790 569

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TITLE Design and Implementation of a Human Development Program at Northwest Alabama Junior College.
PUB DATE 5 May 79
NOTE 83p.; Ed. D. Practicum, Nova University

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Basic Skills; Career Counseling; Career Exploration; *Counseling Services; *Developmental Studies Programs; Educational Diagnosis; *High Risk Students; Individual Development; Literature Reviews; Program Development; Program Evaluation; *Program Implementation; *Remedial Instruction; School Holding Power; Self Concept; Student Attrition; Student Financial Aid; Testing Programs; Two Year Colleges

ABSTRACT

The Student Advancement in Learning (SAIL) project was instituted at Northwest Alabama State Junior College (NASJC) to increase the retention of high risk students through a combination of courses and services in the areas of academic and personal development, career exploration, individual counseling, and financial aid. During the planning stages of the project, the literature dealing with the application of learning theories and testing instruments in programs designed to aid underprepared students was reviewed; the strengths and weaknesses of NASJC's current developmental services were examined; and an improved program was designed within the limits of a $50,000 grant. Objectives for each of the program's five developmental areas were then established, focusing on the improvement of basic skills through existing courses, the provision of personal potential courses to enhance motivation and self-esteem, the acquisition and dissemination of career information materials, the establishment of two full-time counseling positions, and increased efforts to inform students of financial aid opportunities. SAIL's implementation involved a pilot project and the gradual integration of SAIL's courses and services into the college's programs. The project report, in addition to describing the planning and implementation of SAIL, examines the instruments to be used in evaluating new students. (JP)

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DESIGN AND IMPLEMENTATION OF A HUMAN DEVELOPMENT PROGRAM AT NORTHWEST ALABAMA JUNIOR COLLEGE

BY

Delora P. Conrad

NORTHWEST ALABAMA STATE JUNIOR COLLEGE

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

May 5, 1979

JC 790 569

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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TABLE OF CONTENTS

	Page
INTRODUCTION	1
BACKGROUND AND SIGNIFICANCE	3
PROCEDURES	11
RESULTS	14
DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS	39
REFERENCES	44
APPENDICES	47

Design and Implementation
Of A Human Development
Program at Northwest Alabama Junior College

Delora P. Conrad

The purpose of this study was to design and implement a human development program at Northwest Alabama Junior College. The challenge of this effort was the design of a program that could be effective within the economic constraints imposed by a $50,000 grant. Prior to this study, Northwest had only two one-quarter time counselors to meet the human development needs of a thousand students and no formal program of developmental or counseling services. This study documents the entire process from searching for applicable learning theory and reviewing both successful and unsuccessful programs through the design of a program within the budget of a small, rural college.

The analysis at the college was begun by conducting a thorough investigation of past and current testing, developmental, and counseling procedures. This included individual interviews and review of in-house documents, including testing instruments and course syllabi.

This information, along with the knowledge gained from the literature review, was applied to the design of a human development program, using a systems approach to serving the "whole person."

The design components considered included the following: administration, organization, student assessment, curriculum, faculty, support services, attitudes, public relations, funding, implementation, and evaluation.

Implementation of the program is now in progress. Counselors and staff are employed and have implemented major components of the program. A pilot project for a one quarter developmental studies program known as SAIL - Student Advancement in Learning - is now being implemented. Further implementation and evaluation are dependent on both time and money.

Recommendations for the future direction of the human development program at Northwest are included, though most are contingent on funding sources. The program is already proving so successful that implementation of academic assessment and placement of all students is strongly recommended.

LIST OF FIGURES

Figure		Page
1.	Organization Chart for Administration of the Human Development Program.....	19
2.	Human Development Program Component.....	20
3.	Student Advancement in Learning (SAIL) Pilot Project.....	28
4.	Integration of Student Advancement in Learning (SAIL) into the Academic Program.....	31
5.	Testing and Assessment Instruments Review.....	34
6.	Data Base for SAIL Evaluation.....	38

APPENDICES

Page

A. List of Materials Ordered Initially for the Career Information Center..... 47

B. Job Descriptions for Human Development Personnel..... 59

C. Financial Aid Brochure..... 64

D. Brochure Explaining the SAIL Program to Students..... 67

ACKNOWLEDGEMENT

Many people at Northwest Junior College have contributed to the implementation of the Human Development Program. Primary contributors include President James Glasgow; Dean Kenneth Taylor; Charlie Britnell, Division Chairperson; Sharon Williams, Counselor; and Marilyn Marks, Secretary. Other faculty and staff are now becoming involved in the program also.

Acknowledgement is also made to the Office of Education for a Title III Basic Institutional Development Program grant, part of which funded this project.

INTRODUCTION

The purpose of this study was to design and implement a human development program appropriate for Northwest Alabama State Junior College. At the initiation of the study, Northwest was providing only fragmented, inadequate student developmental services, but had received a Title III Basic Institutional Development grant to improve these services. This study was initiated to carefully review current practice, analyze successful developmental programs, and design a human development program that is appropriate and feasible for Northwest. The objective was to apply Title III funds effectively while planning for a program that Northwest can continue after the grant expires.

That Northwest needed such a program designed and implemented was clearly evident. Only two one-quarter time counselors had been available to serve over 1,000 students at two campuses. Placement testing was non-existent, though assessment testing was being conducted for about one-third of the freshmen through either the College Orientation classes or the Nursing Program. Courses in basic skills were listed in the college bulletin, but only the communications class was being taught. Enrollment in the communications class was strictly voluntary, with very little advising of students to take the class by their faculty advisors.

These situations prevailed even though, for the 18% of the freshmen class taking the American College Test, ACT, the composite score was only 14.8, almost four points below the national norm.

Recognition of the need for improvement in developmental services by the college president and key administrators resulted in the Title III proposal and eventual funding to improve these services. A long-range systematic plan for a developmental services program appropriate to Northwest was perceived by the president as a high-priority need affecting institutional planning and fund raising objectives. This study was designed to meet that need.

BACKGROUND AND SIGNIFICANCE

Northwest attempted remedial education procedures in the late 60's as did most other junior colleges nationwide--with the same doubtful results. As both Losak (Losak: 1974: 45) and Roueche and Snow (1977: 8) have documented, these early programs were ineffectual in most community colleges. The result at Northwest and at many colleges (Roueche: 1968) was that formal programs were abandoned. Rather, at Northwest individual efforts by the Dean and faculty members were utilized in assisting students with learning problems. The results of such individual attention and support could often be dramatically successful (Taylor: 1978). However, during the past decade, the number of students at Northwest has increased but budgetary constraints have not allowed proportionate increases in full-time faculty. Accordingly, entirely individual support, though desirable, is not feasible when each full-time faculty member must advise about 35 students per quarter.

Especially does this individual faculty-student approach overpower the available resources as the number of "New Students" (Cross: 1976) who need extra services and assistance increases. Northwest now serves a student population that is an average of 26 years old, 60% female, 10% black, (Conrad: 1978) and in verbal and quantitative skills as assessed by the ACT, is about four points below the national average (Williams: 1979). The need at Northwest was crucial to alter and improve the services to these students, while retaining the network for individual support that had been established.

Though some developmental needs were already being met, there was no systematic, thorough approach to the problem. A communications course was being taught which was developmental in nature, but no concerted advising effort was made to see that all students needing the class were enrolled.

An Orientation to College course was taught regularly but only about one-third of the college freshmen took the course during their first year. The Nursing Division assessed reading level, mathematics ability, and cognitive style (Ferguson: 1978). These results were used within the division, but no inter-division support was involved. Two psychology instructors served as counselors on a one-fourth time basis. No matter how effective their work, they could not adequately serve over 1,000 students on two campuses.

Needed finances and planning for developmental services had been lacking. Accordingly, the president determined that planning for such services and the seeking of support funds for their provision should be of high priority. Fund seeking resulted in a Title III Basic Institutional Developmental grant from the Office of Education in September 1978, with which to initiate needed improvement. This practicum is the result of the planning and implementation of a human development program at Northwest to meet those needs.

The applicability of the project to the Learning Theory and Applications module is that the purpose of a human development program is to facilitate learning by those students most in need of assistance. To quote Losak (Losak: 1974: 44):

> "..... the student with a history of high academic achievement when he (sic) enters college benefits from most instructional strategies..... the real concern of community college teachers is for techniques and strategies which will work with the academically underprepared student."

A search of current literature including books, articles, the Educational Resources Information Center data base, and numerous testing instruments was conducted to identify applications of specific learning theories as well as more eclectic techniques which have proven successful in enabling the academically unprepared and/or the New Student to succeed in college. Analysis of these programs was applied to bring the systems approach to bear on what had previously been a fragmented approach to the problem at Northwest.

James Dees (Dees: 1958) noted that no current theory of learning explains all facets of learning, neither Skinner's approach that behavior can be reinforced or extinguished through teaching nor Flynn's more subtle approach that learning can occur without observable change in behavior. However, within that broad spectrum are many different approaches to identifying and meeting the needs of students.

Cohen (1971: 81) noted that many disadvantaged students need to develop positive feelings of worth and value as well as manipulative skills. For this he recommends a comprehensive program of improvement in self image and motivation reinforcement through giving the students an opportunity to experience success.

Cross (1976) and Roueche (1968) agree that the non-traditional student often feels powerless, lacks autonomy and self confidence, feels worthless, alienated, and hostile, and has unrealistic levels of aspiration. These authors agree with Lee's statement (1975: 20) that "Most students experiencing difficulty in college have in common a poor self-image or at least an inaccurate self-concept." These are specific observations of the relationships of personality factors to learning--relationships which have been studied by psychologists including Freud, Spielberger, and McClelland (Losak: 1974).

These problems are in addition to the more commonly documented problems in verbal and quantitative skills, which Roueche and Snow describe. (1977: 107). Gagne (1970: 246-300) describes the hierarachies of learning for mathematics, science, and English, pointing out the necessity for basic knowledge on which to build the higher level skills of problem solving in math or appreciation of literature in English. He stated, "If learning at any level is to occur with greatest facility, careful attention must be paid to its prerequisites." He further describes the need for a "readiness for learning" which has three determinants--attention, motivation, and developmental stage.

Another theory regarding student success at learning is that of learning style. The Oakland Cognitive Style Map Model (Hill and Nunney: 1971) is widely used to assess the method of learning used by the student.

From this information a trained counselor can then assist a student in determining how he/she can learn best, producing a "prescription" for learning. Both Lee (1975) and Griffin (1974) document the effective application of this theory to developmental programs.

After finding that (1) learning hierarchies must be considered, (2) conditions for learning provided, and (3) a multitude of personality factors from motivation to self-concept considered in order to facilitate learning, where then does one turn to design and implement a successful human developmental program? What are the characteristics of successful developmental programs? What guidelines were followed?

Roueche and Snow (1977) described successful developmental program as follows:

> "First, as much effort is devoted to improving a student's self-concepts as to improving reading and writing skills. Second, English, reading, and math courses are taught so as to reinforce the students' verbal and quantitative abilities in other courses (for instance, students in nursing are given reading, writing, and math assignments that would be required in the nursing profession). Third, teachers believe their students have talents and can learn with the proper instruction. Fourth, teachers accept some of the responsibility for increasing their student's desire to learn. And finally, teachers are open to their own growth and development, that is, they are looking for better ways to assist their students.

Some of the features of more successful programs (Roueche and Snow: 1977) included use of counseling and placement tests for assessing students' developmental needs and advising them regarding developmental courses. Diagnostic tests used frequently included the Nelson-Denny Reading, ACT, and SAT (Scholastic Aptitude Test). Self-concept tests were also frequently administered.

Very few colleges require developmental courses. Rather, the current trend (Cross: 1976) (Roueche and Snow: 1977) is to provide college credit as incentive for academic achievement. Roueche in fact, states "All developmental courses should carry credit for graduation."

Organizationally, many schools have isolated developmental courses, as had been the case in the past at Northwest. The current trend (Cross: 1976) (Roueche and Snow: 1977) is the establishment of a separate division of developmental studies. Additional key features in successful programs included the following: learning assistance centers, tutoring, especially peer tutoring, use of flexible time frames, incorporation of instructional objectives, and criterion-referenced tests.

Also noted by Roueche was, "The attachment of counselors to developmental courses was significantly associated with a high degree of successful performance by non-traditional students."

O'Banion and Thurston (1972: 184), in describing the successful program at Fulton-Montgomery Community College, state:

> "The student personnel program has been organized as an academic division in the college. Student personnel staff members offer instruction and are represented on those committees responsible for making curriculum decisions. Developmental courses in reading and study skills have been shifted to this new division and new credit courses initiated in Personal Development, Educational and Vocational Exploration, and Seminar of College Life."

They go on to describe an emerging model of a student development program in which the counselor or student personnel worker must become a "human development facilitator."

Studies of specific developmental education programs included Lee (1975), Griffen (1974), Broadbent (1977), Jelfo, (1974), Cosby (1974), Blimline and Klimek (1977), as well as those described by Roueche and Snow (1977) and Roueche and Roueche (1977). The study by Lee (1975) described a student centered program utilizing Human Potential Seminars, Personalizing Educational Programs techniques (Cognitive Mapping) and Career Planning. A careful documentation of the entire program was provided. In addition to documenting program design and course outlines, Lee recommends an Advisory Council to manage the program. He also notes: "According to the Carnegie Commission, guidance should be the concern of the entire faculty and not just the professional counselors."

From these experiences, both successful and unsuccessful, the theories behind them, and the recommendations for human development programs, the lessons learned were applied to Northwest in the following procedures.

PROCEDURES

The procedures followed in designing and implementing the human development program at Northwest included several steps, some of which are still in progress. Initially, the literature review was made for a thorough understanding of "lessons learned" in other institutions. Key ideas have been addressed in the previous section.

Secondly, the current practices at Northwest in the areas of developmental and student services were analyzed through interviews and review of course syllabi and related documents. This included discussions with counselors, with the developmental English teacher, the Nursing Division Chairperson, the Academic Dean and other faculty members. Internal documents reviewed included the syllabi for the Orientation class, PSY 100, and the Communications classes, EH 120 and EH 121, the college bulletin and other documents. From this information, strengths and weaknesses in current practices were delineated so that strengths could be retained and procedures initiated to correct weaknesses.

The next phase of the project was the design of a human development program that could be effectively initiated at Northwest within the funding constraints. Only $50,000 in federal Title III funds and a smaller amount of college funds was available with which to design and begin implementation of a human development program to serve both the New Student population and the conventional student population spread across two campuses.

The design was conducted through a synthesis of the information acquired in the earlier steps, the application of the systems approach and consideration of the models put forth by Roueche and Snow (1977), O'Banion and Thurston (1972), and Carr and Baker (1979).

Design components considered included:

Administration
Organization or Structure
Assessment of Students
Curriculum
Faculty and Staff
Support Services
Attitudes and Public Relations
Funding
Implementation, both Time Frame and Methodology
Evaluation.

Various instruments for assessment of students were studied. Instruments designed to assess verbal and/or quantitative skill or aptitude levels, and literature assessing the tests themselves were reviewed. Tests and manuals analyzed included those for the School and College Ability Test (SCAT) (ETS: 1973), the American College Test (ACT: 1975), and the Nelson-Denny Reading Test (Brown: 1976). A variety of instruments potentially useful in assessing a student's readiness to learn, learning styles, habits and interests were also analyzed. These included: the Nowicki-Strickland Internal-External Test (Roueche and Mink: 1976), Survey of Study Habits and Attitudes (Brown and Holtzman: 1967), the ACT Vocational Interest Profile and the ACT Interest Inventory (Prediger: 1978) (Hanson, et.al.: 1977), Strong-Campbell Vocational Interest Inventory, the Vocational Interest, Experience and Skill Assessment (VIESA) (Houghton Mifflin: 1976), the Oakland or Hill Cognitive Map model and related documents (Hill: 1976) (Spitler).

In the evaluation design, particular attention was given to collecting data for computerized analysis of the validity and applicability of the testing instruments used as well as aid in student profile analyses.

Finally implementation was begun. The first step was meetings of the President and other administrators involved. From this, the hiring of personnel and implementation of the counseling aspects of the program followed. Then a Developmental Program Committee of faculty, counselors, and administrators was appointed to plan and implement a developmental program at Northwest. Facets of investigation, design, and implementation have been concurrent as each step leads to new knowledge. The implementation of the program, though underway, is far from completed.

RESULTS

Analysis of current practices in the area of student services identified the following strengths and weaknesses:

Strengths:

- EH 120 and EH 121, Communication, are two sequential developmental English courses taught by an experienced teacher in a reading laboratory. These courses are designed to improve reading, comprehension, and vocabulary, and are self-paced by the learner's needs. Both carry full college credit and may be taken by anyone.
- PSY 100, College Orientation, is a one-hour course taught regularly and designed to expose students to a wide variety of skills and experiences needed to succeed in college or career. Aptitude, interest, and study skills are assessed.
- The Hill Cognitive Map model is being utilized experimentally in nursing to assess freshmen learning styles and advise accordingly.
- Courses in a variety of subjects termed remedial were already defined and approved, though they carried only institutional (non-degree) credit.

- MH 105, Mathematics of Business, a five hour, college credit course, was already approved. This is a developmental class designed to teach applied math skills needed by both vocational and business students.
- An Adult Basic Education instructor was available at Northwest two days per week to provide both GED tutoring and specific college subject tutoring. This was a free service to anyone willing to attend.
- An effective faculty advising structure already existed whereby each faculty member was assigned up to thirty-five students to academically advise and counsel throughout their college program. Record of a student's advisor was included in the student's computerized master data so that the same advisor could be retained even though the student drops out and returns several times. Faculty advisement packets are updated quarterly on all currently enrolled advisees by Admissions Office personnel.
- Though bound by the traditional quarter time constraints the Academic Dean frequently applied Bloom's (1971) theory of learning for mastery, that students can learn the material given sufficient time and proper instruction.

This was accomplished through granting non-punitive, 'W' grades anytime, up to final exams, during a quarter. His philosophy had permitted 'W's to be awarded to students that found themselves failing or performing poorly late in the quarter but were serious in their study pursuits, willing to attempt the class again. This was not an automatic procedure but depended on the student's indication of a willingness to learn.

- The facilities, organization, and desire for a Learning Resources Center existed on campus, though staffing was insufficient. A variety of audio-visual materials were retained and freely available for student use during library hours. Many faculty assigned such material for study.
- The Nursing Division had a well-developed audio-tutorial laboratory for student studying, review, or make-up using film loops of nursing techniques and material.

Weaknesses identified in the program were primarily due to lack of funds for implementation and an accompanying lack of planning to address the problem. They were:

- A complete, systematic approach to meeting the student's developmental needs had not been defined.
- Counseling services provided by two one-quarter persons were inadequate for over 1,000 students.
- Diagnostic testing and assessment of student interests and motivations were being conducted on less than one-third of the freshmen each year.
- No systematic use of testing results for counseling and placement in courses had been attempted since the late 60's type of remedial program had been tried.
- Though listed in the college bulletin, some developmental courses identified were not being offered to the students.
- No courses dealing with improvement in self-concept, understanding of self, or other facets of personality development were available.
- In spite of Northwest's changing student profile, the philosophy behind most advising of students was that all students were recent high school graduates headed for a baccalaureate degree.

The program designed, then, had to retain the strengths of the existing procedures while overcoming the weaknesses. Administratively, the program was placed under the Academic Dean as a major part of one Division.

Figure 1 illustrates the organization chart under which the human development program was initiated. The reasons for choosing a Division of Human Development and Social Sciences placed within the academic program were:

- Currently Northwest has only one Dean.
- Recommendations (O'Banion and Thurston: 1972) (Roueche and Snow: 1977) are that such a unified division as part of the academic program is one of the most successful approaches.
- Implementation costs were low because no added administrative structure was necessary.
- Continuity after Title III funds terminate is much more likely within the existing structure.

The organization or structure of the program likewise had to consider both the desirability of innovation as well as more practical considerations of cost and applicability. Figure 2 diagrams the components included in the overall human development program.

The structure encompasses a traditional or academic development component, a personal development component including career exploration, financial aid service and individual counseling. Any one component or combination must be available as a student needs or seeks them. The goal of the human development program is to assist all students at Northwest in developing into the persons they aspire to be through providing assistance in academic and personal development as well as with financial and other needs.

FIGURE 1

Organization Chart for the Administration of the Human Development Program

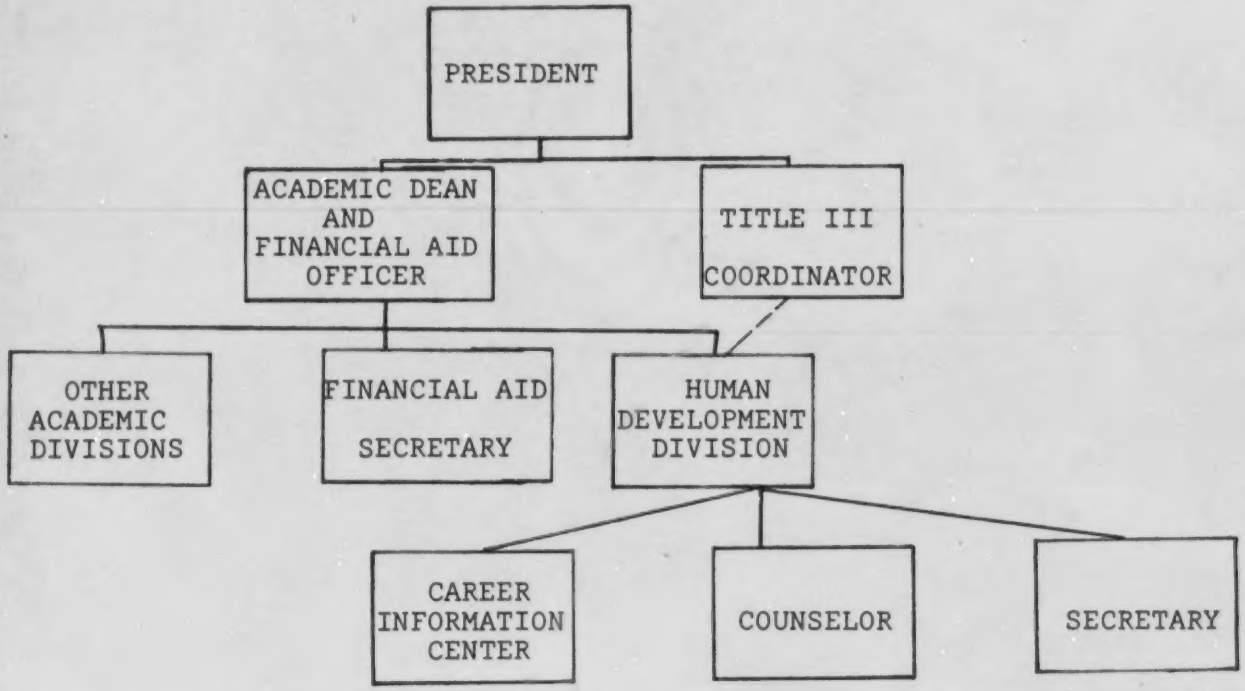
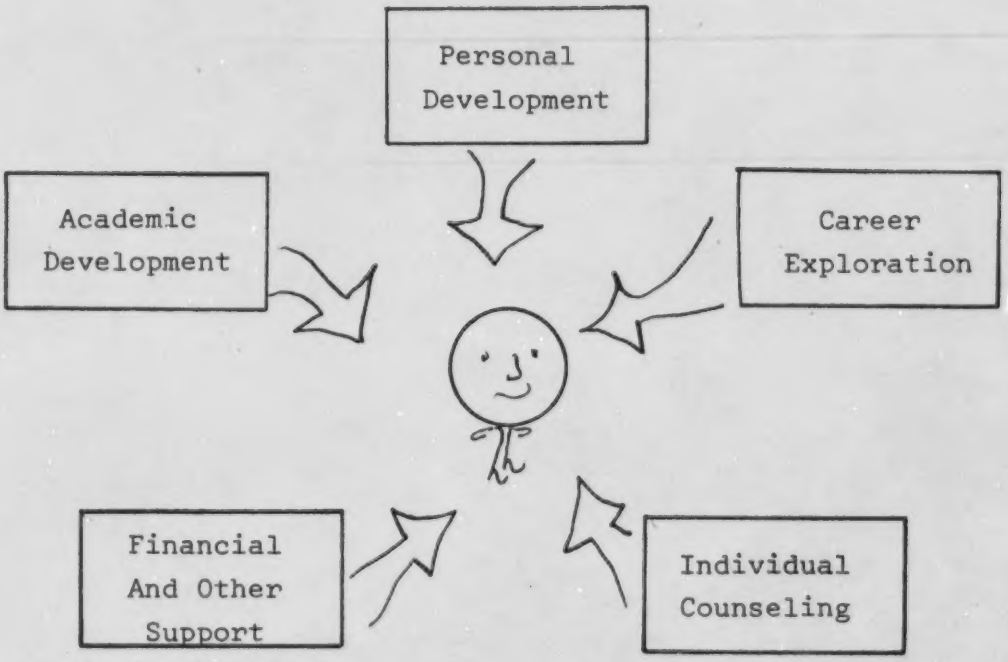


Figure 2

HUMAN DEVELOPMENT PROGRAM

COMPONENTS



Toward Development of the Whole Person

Academic Development

The objective of the academic development component is to provide a means which students will utilize to improve basic verbal and mathematical skills. The existing courses in communications and mathematics meet the need for academic development courses. Only a commitment to their use in a unified program as will be described later was lacking.

EH 120 and EH 121 are courses designed to improve basic communication skills such as vocabulary, reading, and comprehension. They are taught within the Language Arts Division by an experienced reading instructor. The courses are designed to be sequential. Each carries three hours of college credit for meeting the equivalent of three, fifty minute class periods and two, fifty minute laboratory periods. This is usually accomplished through two weekly meetings of 2.5 class periods, as is the case for most credit classes at Northwest. An existing Reading Laboratory is used which contains a variety of reading and vocabulary improvement media, reference books, and equipment. These courses can benefit students at most levels of verbal achievement since they are very individualized in format. They can therefore be used to improve skills at any level, as well as to prepare students for the regular freshman English series. This duality, plus the awarding of college credit goes far toward avoiding any detrimental labeling of the courses as "remedial" or "bonehead."

To meet the need for developmental work in mathematics, MH 105, Mathematics of Business, was selected. This course is an already approved, five credit hour class designed to improve applied math skills. It is taught within the Math and Science Division. Use of the course to provide developmental work required implementation.

Personal Development Component

The Personal Dynamics Institute program (1976) called Adventures in Attitudes was selected as the base for a five hour college credit course designed for personal development. The course is entitled Development of Personal Potential, PSY 105. This is a nationally recognized group situation program designed to strengthen one's inner resources and to encourage positive thinking. The course covers effective communications, attitudes, managing your mind, understanding people, personality, human relations, attitudes, motivation, goals and self management.

This course was approved by the Catalog and Curriculum, the Academic Affairs, and the College Affairs Committees for immediate implementation and for listing in the 1979-81 Catalog. The course was taught experimentally at both campuses of Northwest during the Spring Quarter of 1979. The part-time instructor was trained by Personal Dynamics. A full-time counselor has been trained to teach the course so it can become a permanent part of the college program.

In addition, Orientation to College serves as a personal development course. This is an one hour, college credit course required of all incoming freshmen. The course (Williams: 1979) includes school policies, "college survival," study habits analysis and improvement, goal setting and decision making, personality assessment, job interviewing, resumes, and educational planning.

Additional personal development courses are currently under consideration. These are one hour courses aimed at specific student groups such as the older woman, minorities, or the uncertain teenagers.

Career Exploration

The career exploration component was met by the development of a Career Information Center at each campus. The objective of the Career Information Center (CIC) is to make career information readily accessible to Northwest students, high school students, and community members.

The Career Information Center is housed in a large converted classroom in the Administration and Classroom building of the Main Campus. It is thus easily accessible to students, close to counselors, students records, financial aid, and the other components of the overall human development program. The initial design and selection of materials was condected with the aid of a consultant. The branch campus Career Information Center is now being established.

The materials selected were chosen for variety, low cost, comprehensive information, interest to students and validity. Appendix A contains a list of the materials ordered initially. Acquisition plans have been developed for use of future funds. The CIC is open from 8:00 a.m. until 4:30 p.m. Monday through Friday with a staff member present to provide assistance as needed.

Individual Counseling

To provide individual counseling service, two full-time counseling positions were established, using the job descriptions in Appendix B. One position became the Division Chairperson of the Human Development and Social Science Division as shown in Figure 1, Administration; the other, a guidance counselor within that division. Counseling is now provided by these two individuals to the day program students (funding constraints have not permitted evening counselors) in areas such as career counseling, academic counseling, personal counseling and financial counseling. The group served includes individuals who seek counseling, assigned advisees, students referred by other faculty, students with excessive absences, students enrolled in orientation, and many prospective students.

Financial and Other Support

Financial aid is an essential support service to Northwest students, where about 42% have a gross income of less than $10,000 (Conrad: 1978).

In fact, over two-thirds of Northwest's students receive some type of financial aid--BEOG's (Basic Educational Opportunity Grants), Veteran's benefits, local scholarships, or college awarded scholarships.

Financial aid service has been included in the same structure as the other components of the program. The Academic Dean is also the head financial aid officer. (Figure 1). A financial aid secretary distributes forms and information, as well as checks. She also maintains all required reports. The financial aid administered includes the BEOG, the college work study program, the Alabama Student Assistance program, local scholarships, loan programs, and some CETA (Comprehensive Education and Training Act) work programs.

Information is disseminated about the aid programs by the counselors through a brochure (Appendix C) and through a viewgraph presentation emphasizing the BEOG. Individual visits by counselors or administrators to each college class, day and evening, were utilized to encourage students to apply for 1978-79 grants before the March deadline. The effects of this effort were obvious within a few weeks in ten new awards.

Each of the components of a human development program was defined and implemented as described. With these as building blocks, a developmental program stressing academic development but including all elements of the program just described was designed.

The SAIL - Student Advancement in Learning - Program

Each component has a place in student advancement in learning--a place in SAIL. SAIL is a one quarter program designed to enable students to strengthen the skills needed to succeed in college. The goals of the SAIL program are to prepare students for a regular college load and to retain the participants in college.

The SAIL program consists of a full-time load of college credit courses that are designed to work together to enable students to overcome deficiencies in math and verbal abilities, poor study habits, and a low self-concept. The courses are:

PSY 105 - Development of Personal Potential - 5 credit hours

EH 120 - Communications - 3 credit hours

MH 105 - Business Math - 5 credit hours

PSY 100 - Orientation to College or "College Survival" - 1 credit hour

PE - Physical Education elective - 1 credit hour

Total - 15 credit hours.

Four courses in the curriculum have already been described. The reasons they were included are:

- Each meets a prescribed developmental need as defined earlier.
- All are college credit classes.
- All are free of any "bonehead" stigma.
- Qualified faculty are available to teach each course.

SAIL Implementation

The Developmental Program Committee was charged with the responsibility of implementing this phase of Northwest's human development program. The Committee members appointed by the President are the Academic Dean, Chairperson of the Mathematics and Science Division, a mathematics instructor, Chairperson of the Language Arts Division, the reading instructor, the Title III Coordinator (the author), and the counselor, who served as Committee Chairperson. The committee selected a two-phased implementation plan--a SAIL pilot project for summer, 1979 and an enlarged program for fall, 1979.

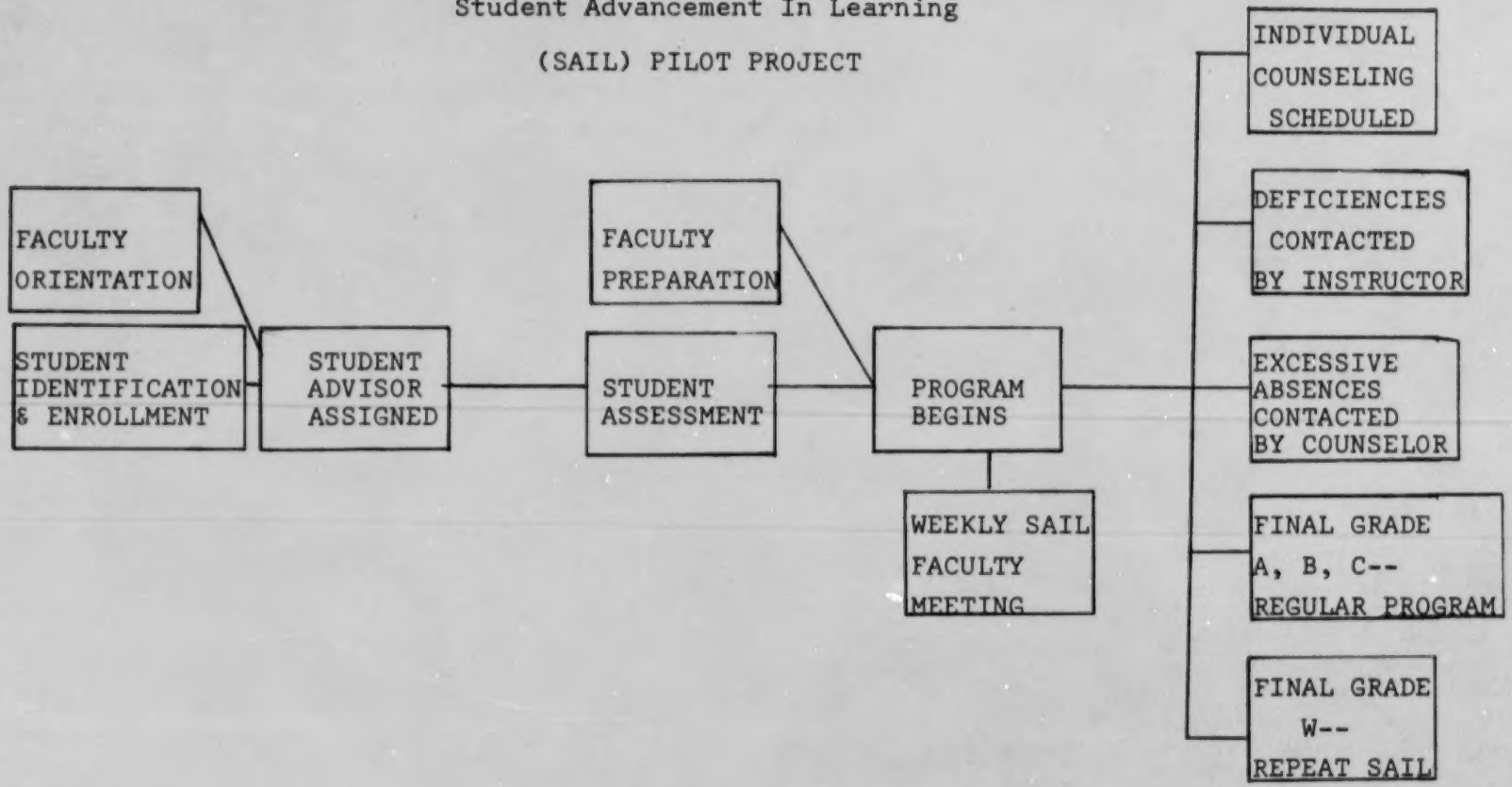
The SAIL pilot project (Figure 3) includes the identification and enrollment of twenty-five students in SAIL on the main campus in the day program. The students are to be voluntarily recruited from those readily identifiable as needing the program. Target groups are:

- Students with an ACT composite below that of the average Northwest student, i.e., below 14.8.
- Students enrolling as GED holders.
- Students who have been out of secondary education several years and feel unprepared for college work.
- Students not in the preceding groups but who lack the confidence to tackle a college program.

FIGURE 3

Student Advancement In Learning

(SAIL) PILOT PROJECT



- Transfer students with a poor academic background, including a low college grade point average.
- Students aspiring to enter Nursing or education but who have an ACT score less than 16.

The students will enroll in SAIL as a program. They will be assigned to the instructor of one of the classes as an advisee, then registered for all the classes. Student skills assessment will be done on the first day of classes.

Two special features further contribute to the unity of this program. There are weekly meetings of the SAIL instructors and an individual counseling schedule for each participant. At the weekly meetings, the instructors will share the status of their part of the project, discuss ways to interrelate the courses, and obtain input from the other classes on each faculty member's advisees. Students having excessive absences will be contacted by the counselor teaching Orientation. Also in Orientation, after individual assessments, each student will have a series of counseling appointments established to meet their individual needs.

The Academic Dean adopted the credit equivalent of a non-punitive grading system. Any student in SAIL will be encouraged to complete the quarter.

If the student's progress is unsatisfactory, he or she may withdraw with a 'W' up to the day before final exams. The student may then re-enroll the next quarter or at later time.

Concurrently with the pilot program, plans for a college wide program for fall, 1979, have been prepared. This required integration of the SAIL concept throughout the college--from admissions to the classroom. Figure 4 illustrates how SAIL relates to existing procedures. Major differences from the pilot program are:

- The need for a high degree of commitment to the program throughout the college.
- Assessment prior to registration for all incoming freshmen.
- Sufficient SAIL classes to accomodate the majority of the estimated 300 students who need such a program.
- Re-adjustment of the regular college schedule to meet the needs of these students after SAIL.
- The necessity for extra funding to implement the full program.

The issue of commitment is being addressed by the Developmental Program Committee. Prior to the pilot program, two one-hour seminars are acheduled for faculty, staff, and administration.

FIGURE 4

Integration of Student Advancement in Learning (SAIL)

Into The Academic Program

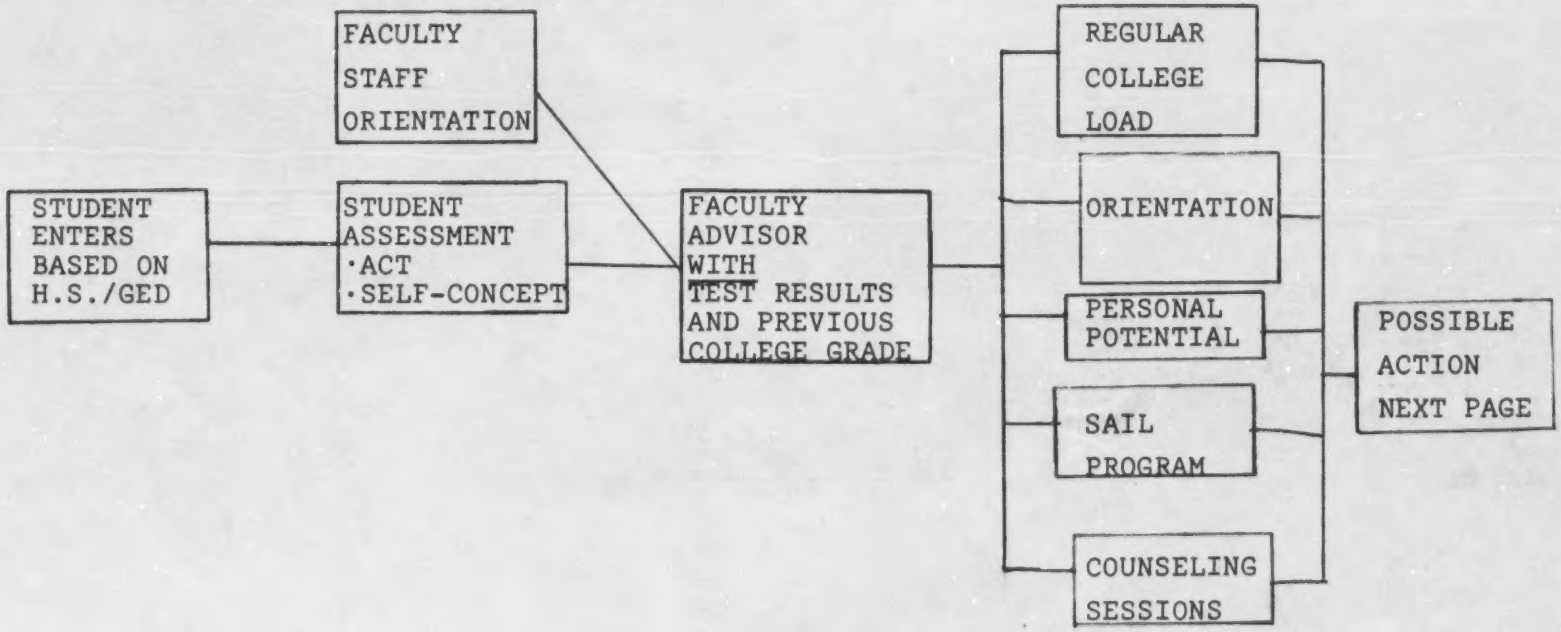
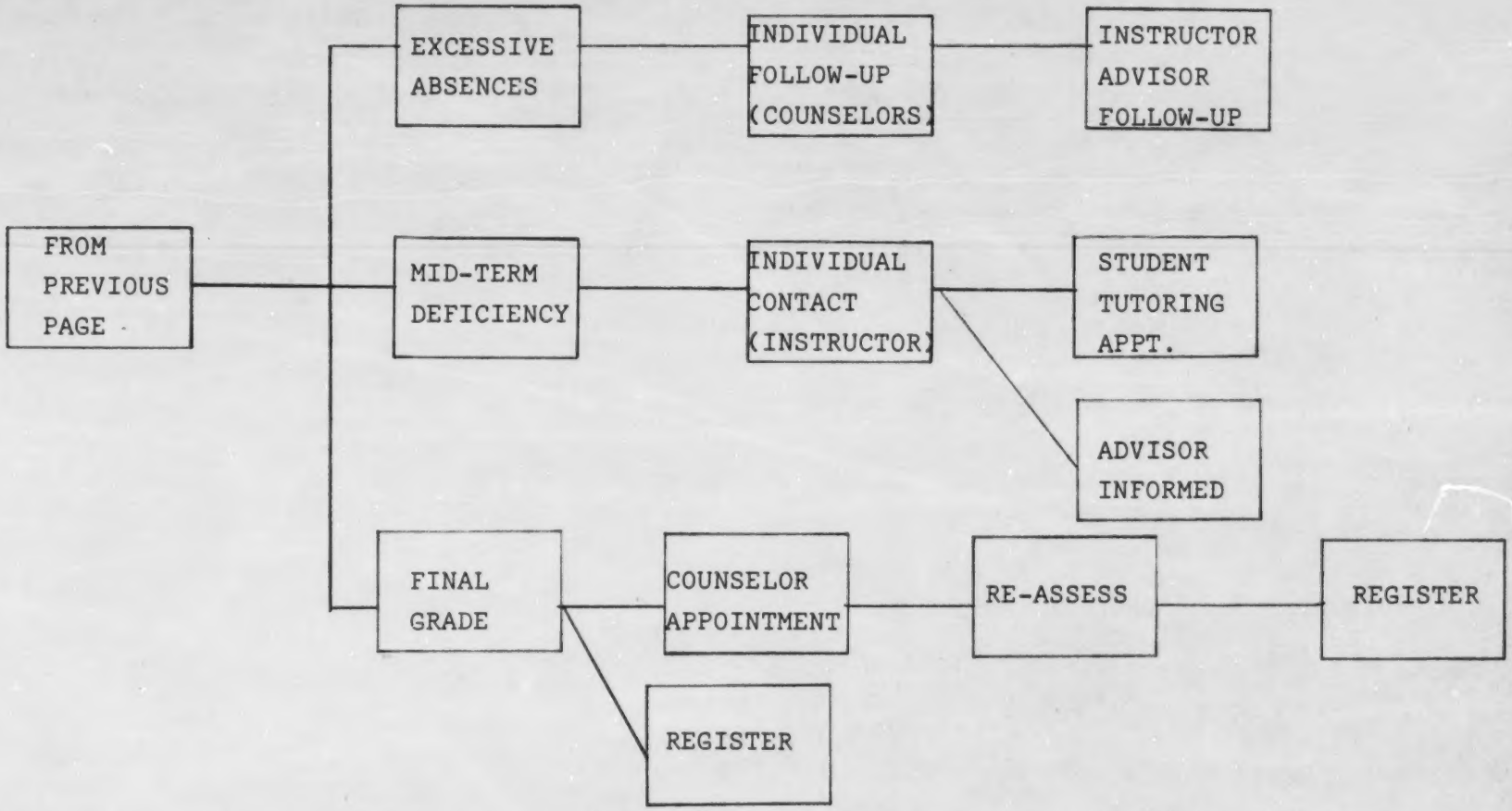


FIGURE 4 Continued



These seminars will address the need at Northwest for such a program, the national trends in this area, the support of the President and the Dean, the implementation plan, what support is needed from all, and the potential value to the college and to the faculty as individuals.

Assessment will be conducted prior to registration on all incoming freshmen. Numerous testing instruments were analyzed. Figure 5 presents this analysis. The top nine nationally used tests according to Roueche and Snow (1977: 26-27) are presented along with the choices for Northwest. The ACT was selected as the primary academic assessment instrument for the following reasons:

- ACT is the most widely utilized single testing instrument including both mathematics and verbal skills.
- The validity of the ACT has been established for many years.
- The ACT composite score is utilized by the State of Alabama to establish minimum teacher entry qualifications.
- The ACT is utilized as one of the admission criteria for Nursing students at Northwest.
- The ACT is administered in residual form on locally established test dates as well as the national dates.

Figure 5

TESTING AND ASSESSMENT INSTRUMENTS REVIEW

	NATIONAL[1] 2-YR RANK	REVIEWED	USED AT NORTHWEST	PROGRAM
Locally Designed Tests	1	No[2]	No	
Others	2			
McGraw Hill Series			No	
California Achievement Test			No	
State Test		No[2]	No	
Iowa Test of Basic Skills		No[2]	No	
Brown-Holtzman SSHA		Yes	Yes	PSY 100
Other English Tests		No[2]	No	
Interest Tests				
Strong Vocational Interest		Yes	Yes	PSY 100
ACT Voc. Int. & Profile		Yes	No	
VIESA		Yes	No	
Nelson Denny Reading	3	Yes	Yes	NURSING
ACT	4	Yes	Yes	SAIL
SAT	5	Yes	No	
Self-Concept Tests (No specific type identified)	6			
Nowicki-Strickland Internal-External		Yes	Yes	SAIL
Personality Tests (No specific type identified)	7			
Hill Cognitive Map		Yes	Yes	NURSING
Nelson Reading	8	No		
Stanford Achievement	9	No		
School and College Ability Test		Yes	Yes	PSY 100

[1]Roueche and Snow (1977: 26-27)

[2]Not Applicable

The ACT along with the Nowicki-Strickland Internal-External test of self-concept (N-S) constitute the initial test battery. Enrollment in the SAIL program, though voluntary, is strongly advised for all students with a composite ACT below the Northwest student average, which is currently 14.8.

Scheduling of sufficient classes and adjustment of the regular schedule in later quarters to make needed classes available are in the planning stages.

Such a large scale program can only be initiated if Northwest can continue to obtain the funding which has supported the progress to date. An additional grant is needed to continue this expansion of services. Once established, the program should prove sufficiently cost effective through better retention so as to support its existence. The funding is needed to pay counselor salaries and a secretarial salary, and to purchase both audio-visual materials and equipment and testing materials for the SAIL program for long term use. Funding decisions from two possible sources will be received in mid-summer.

Attitudes

In the late 60's Northwest tried remedial programs. They were not successful just as they were not successful nationwide.

Over ten years later, most of the same faculty and administrators are present and still have doubts about such a program. The student population has not been required in recent years to undergo academic skills assessment--to them the idea of class placement based on these criteria is new and therefore threatening. Attitude changes are being instigated through several approaches which include in-house seminars for faculty, staff and administration on the why and what of SAIL as described earlier. In addition a one day workshop featuring a nationally known expert in developmental programs is scheduled for fall quarter.

Students are being actively educated about the program and recruited for it. Appendix D is a brochure used for recruitment into the summer program and for information about the fall program. Newspaper features, including photographs and information on the program have been published in the region. Mailouts to potentially interested students have also been prepared.

Evaluation

Evaluation of SAIL is essential if it is to be improved and retained by the college. Effectiveness is to be measured in two ways--what the student learns within the program and the program's effect on attrition.

The evaluation of what the student learns will be accomplished through the classical pre- and post-test in each subject. Figure 6 lists the key data items for the SAIL evaluation data base. All items are keyed to the student number in an index-sequential computer file. The student number then ties this data to the student's admission record and demographic data, already contained on a computer file. All data are, therefore, readily available for the application of statistical techniques.

The evaluation of the program's effect on attrition will require comparison of the SAIL students with those not enrolled in SAIL. The data to be compared are:

- Proportion of each group completing one quarter at Northwest.
- Proportion of each group completing two quarters at Northwest.
- Proportion of each group completing three quarters at Northwest.
- Average GPA of each group.
- Average number of college hours completed by each group.

FIGURE 6

Date Base For SAIL Evaluation

For each SAIL Participant:

- Student Number
- Name
- High School or GED
- Date of Above
- ACT Scores (Initial)
- N-S Score (Initial)
- EH 120 Pretest Results
- MH 105 Pretest Results
- N-S Score (after PSY 105)
- EH 120 Posttest Results
- MH 105 Posttest Results
- College Grade Point Average--SAIL
- College Grade Point Average--Regular Program
- Hours completed by end of First Year
- Quarters Enrolled

DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

This documentation of the design and implementation of a human development program at Northwest attempts to capture a point within an on-going process. Though a complete design has been presented, additions are continuing to be made. Implementation at this point is approximately 70% of that planned by the end of the grant year and is, therefore, comfortably ahead of schedule.

The impact of the human development program has already been significant. The impact of all components of the program are observable. In Career Exploration, the Career Information Center at the main campus is utilized by both students and visitors, a Career Fair was held at which over 200 people attended; a Career Exploration trip is planned soon. In the financial aid component, almost every class was visited with financial aid information, a table for financial aid information at registration resulted in about 100 applications being distributed, financial aid presentations have been made at numerous area high schools--all this has resulted in a significant increase in college receipt of BEOG eligibility forms. In the counseling component, about 400 students are counseled monthly by the two counselors. In other support services, GED testing is available daily--about 30 people utilize this service monthly. ACT residual testing is now being done.

The human development program has already greatly improved services to all day students at both the main and branch campuses.

The implementation of the SAIL program for all students needing such a program could have far reaching effects. The SAIL program represents the first comprehensive developmental program ever initiated at Northwest; and the first academic developmental effort in over ten years.

Increased retention of students is expected to result from the SAIL program. A reduction of 50% in the first quarter dropout rate would have a major impact on college planning as well as college funding. A successful program involving 35 to 40% of the freshmen class would also necessitate a reconsideration of the structured programs which lead to graduation in six carefully defined quarters. A further implication of such a program is that as students become better prepared for their other college courses, the pressure which leads to grade inflation should decrease.

The following recommendations are made as to the future direction of the human development program at Northwest:

. The Human Development Division and the individual service components should be retained by Northwest at the current level or higher.

- Funds should continue to be actively sought through state and federal sources to expand the overall program.
- The pilot program of SAIL should be implemented as is now planned.
- The fall, 1979 SAIL program should be continued. If funds permit, this program should be designed to serve almost three hundred (300) students; if not, as many sections should be offered as can be filled without assessment of all students prior to registration.
- The mathematics course in SAIL should have carefully defined objectives that will prepare the student for the next mathematics course, as well as for nursing, business, and forestry curricula.
- As funds are available, a nationally known developmental studies consultant should be brought to campus to advise the Developmental Program Committee and to educate the faculty and administration as to the value of such a program.

- In the individual counseling component, counseling services should be added, as funds are available, to both evening programs. A minimum of two additional one-half time people would be required.
- The Career Exploration component should be expanded to include both the Career Information Centers and job placement assistance. If funds permit, a job development counselor should be employed and a program of job placement established both for students and alumni. Career exploration materials should be increased. Slides and tape features about Northwest alumni sould be added to the Career Information Center. A tape/slide presentation should be prepared on each major academic program offered at Northwest using faculty and area employers to present a realistic view of the career involved.
- In the personal development component, counselors and psychology instructors should continue to investigate and develop special purpose courses or seminars to meet the needs of specific subgroups of the student population.

- In the financial aid component, the current intensive effort to get financial aid information to all students and prospective students should be continued.
- In the area of other support services, the consolidation of the Reading Lab with Learning Resources facilities to establish a Learning Laboratory would strengthen the potential for service here. This recommendation would require a major source of funds to add both needed staff and materials. The potential for improvement in all college programs would be tremendous.
- The Hill Cognitive Map model should be applied experimentally to groups other than Nursing. At least two faculty members should be trained in its interpretation.
- Evaluation of all aspects of the program should continue.

In summary, the human development program at Northwest is proving to be a vitally needed service. Expansion of the program is highly recommended as funds become available.

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Appendix A

LIST OF MATERIALS ORDERED INITIALLY
FOR THE CAREER INFORMATION CENTER

APPENDIX A

List of Materials Ordered Initially For The Career Information Center

The following reference materials were purchased:

NUMBER	DESCRIPTION/FORM	APP. PRICE
2 Sets	ARCO Series - Career Guidance ARCO Publishing Company, Inc.	$160.00
1	Occupational Filing Plan and Bibliography The Interstate Printers & Pub. Inc.	16.00
2	"Career Satisfaction and Success: A Guide to Job Freedom"	
2	"College and Career: Adjusting to College and Selecting an Occupation" Irvington Publishing	35.00
1	"Self-Assessment and Career Development" Prentice-Hall, Inc.	16.00
25	Student Developmental Test-Inventory Student Packets	
2	Developmental Task Inventory Counselor's Packets Student Development Associates	68.00
2	"National Career Directory for Free and Inexpensive Guidance Materials"	
2	"Financial Aids for Higher Education 1978-79"	
2	"How to Decide: A Guide for Women"	
2	"The College Handbook"	
2	"The College Handbook of Majors"	
2	"The 1978-79 Airline Guide to Stewardess and Steward Careers"	
2	"Who's Hiring Who"	
2	"Careers Today"	
2	"I Can Be Anything"	
2	"The Three Boxes of Life"	
2	"What Color is Your Parachute?"	
2	"Where Do I Go From Here With My Life"	
1	"Values Clarification"	
1	"Values Clarification in the Classroom: A Primer" Social Studies School Service	189.00

APPENDIX A Continued

NUMBER	DESCRIPTION/FORM	APP. PRICE
1 Set	"Encyclopedia for Career Guidance" Doubleday & Company, Inc.	$ 44.00
2	"Go Hire Yourself an Employer"	
2	"The National Guidance Handbook: A Guide to Vocational Education Programs"	
1	"Career Search"	
1	"Instructor's Guide"	
2	"College Survival, Find Yourself, Find a Career" Science Research Associates	20.00
2	"Barron's Guide to Medical, Dental and Allied Health Science Careers"	
2	"Barron's Guide to the Two Year Colleges," Vol. 1	
2	"Barron's Guide to the Two Year Colleges," Vol. 2	
2	"Barron's Handbook of American College Financial Aid"	
2	"Barron's Handbook of College Transfer Information" Barron's Educational Series, Inc.	50.00
3	"Occupational Outlook Handbook, 1978-79"	
2	"Occupational Outlook For College Graduates 1978-79"	
2	"Occupational Outlook Quarterly-Subscription" Superintendent of Documents	16.00
2 Sets	Career Wheels in Social Science, Humanities, Natural Science, Business and English American Personnel and Guidance Assoc.	31.00
2	"The Whole Student, An Academic and Career Planning Guide" Maureen Gervirty	5.00

APPENDIX A Continued

The following materials were obtained at no cost for the Career Information Centers:

ACCOUNTING:

"Opportunities for Women in Accounting"-LaSalle Ext. Univ.
"Why I Chose Accounting" and "There's a Future in Accounting"-National Association of Accountants
"Public Accounting as a Career for You" and "Opportunities in Public Accounting"-National Society of Public Accountants

ADVERTISING:

"Jobs in Advertising" and "Questions and Answers About Advertising"-American Advertising Federation
"Where Shall I go to College to Study Advertising?"-Advertising Education Publications

ADVERTISING COPYWRITER:

"Armstrong Careers"-Armstrong Cork Company
"Fashion Industry Careers"-The Fashion Institute of Design
"Lettering Careers" and "The Pressure is On for Better Appreciation of Art and Design"-The Institute of Lettering and Design.
"Careers in the Business Press"-American Business Press, Inc.
American Advertising Federation-Various Career Pamphlets
"Careers in Industrial Advertising"-Association of Industrial Advertisers"
"Careers in Graphic Communications"-Education Council of the Graphic Arts Industry"

AGRONOMY:

"Careers in Agronomy, Crop Science, Soil Science"-American Society of Agronomy.

AIR CONDITIONING:

"Careers Unlimited in Air Conditioning and Refrigeration"-American Society of Heating, Refrig. and Air Conditioning Eng.
"Work With Your Hands and Your Head-A Career in Air Conditioning"-Air Conditioning and Refrig. Institute

APPENDIX A Continued

BROADCASTING:

"Careers in Broadcasting News"-Radio Television News Directors Association

BUSINESS:

"Accounting for Your Future," "Your Career as a Secretary"-Association of Independent Colleges
"Are You Ready for Franchising?" "Checklist for Going into Business," "Finding and Hiring the Right Employee"-Small Business Administration

CAREER GUIDANCE:

"Education and Jobs - A Series of Five Pamphlets to Guide Young People to Jobs that Match Different Levels of Education and Training"-U. S. Department of Labor, Bureau of Labor Stat.
"Counselor's Information Service Bibliography of Current Literature"-B'nai B'rith.
"Motivational Leaflets on Various Careers" (11)-U. S. Department of Labor, Bureau of Labor Stats.
"Some Recent Occupational Literature Related to Careers in Guidance and Counseling"-American Personnel and Guidance Association
Booklets on Careers (16)-U. S. Department of Labor

CHEMISTRY:

"Your Tommorrow - A Guide to Careers in the Chemical Industry," "Careers for Adventurers"-Manuf. Chemists Association
"Career Guidance Literature Kit"-American Chemical Soc.

CHIROPRACTIC:

"Kit of Career Materials" (15)-American Chiropractic Association

CIVIL SERVICE:

"Federal Job Information Centers Directory," "Working for the USA," "Your First Job-A Key to Your Future"-U. S. Civil Service Commission

COAL INDUSTRY:

"Should You be a Coal Mining Engineer."-Society of Mining Engineers of AIME

APPENDIX A Continued

COLLEGE:

"Facing Facts About Preparing for Your Future," "Facing Facts About the Two Year College," "Facing Facts About Your College Career"-Prudential Insurance Company
"Your Career Begins at a Two Year College"-American Association of Community and Junior Colleges
Various College Bulletins

CONSERVATION:

"Careers in Wildlife Conservation," "For the Young Hunter," Principles of Game Management"-Olin Corp.

CAREER PLANNING:

"Employment Outlook Reprints on Various Occupations"-Chamber of Commerce
"Jobs for Which a College Education is Usually Required,"
"Careers in Energy Industries"-Bureau of Apprenticeship and Training

CONSUMER CREDIT

"Your Future: Careers in Consumer Credit"-National Consumer and Finance Association

COOPERATIVE EDUCATION:

"What is Cooperative Education?"-Cooperative Education Association

COSMETOLOGY:

"Directory of Accredited Cosmetology Schools"-Cosmetology Accrediting Commission
"Successful Careers in Beauty Culture"-National Association of Cosmetology Schools

CRIMINOLOGY:

"Careers in The Criminal Justice System"-National Council on Crime and Delinquence
"Criminal Justice Careers"-National Criminal Justice Reference Service

DATA PROCESSSING:

"Engineering, Scientific & Programming Careers and Marketing and Systems Engineering Careers"-IBM Corp.
" Computer Programmers: Data Processing Examination, 1979"-Institute for Certification of Computer Professionals

APPENDIX A Continued

DENTAL HYGIENE:

"Careers in Dental Hygiene," "Dental Laboratory Technicians" (30)-American Dental Hygienists' Association

DENTISTRY:

"Dentistry-A Changing Profession," "Dentistry-The Career Choice for Women"-American Dental Association
"Opportunities for Dentists in the Veterans Administration"-Veterans Administration

DIETETICS:

"Be A Dietitian," "Careers in Dietetics," "The Profession of Dietetics,"-American Dietetic Association

DRUGS:

"Careers in the Food and Drug Administration"-Food and Drug Administration

EMPLOYMENT:

"The U. S. Labor Force: Projections to 1990," "Publications of the Bureau of Labor Statistics"-U. S. Department of Labor, Bureau of Labor Statistics

ENGINEERING:

"National Engineering Aptitude Search-Grades 9-12,"
"A Definitive Study of Your Future in Civil Engineering,"
"Is Civil Engineering for You?"-American Society of Civil Engineers (2)

ENVIRONMENT:

"Careers Choices - Working Toward a Better Environment"-U. S. Environmental Protection Agency

FBI:

"99 Facts About the FBI," "FBI Career Opportunities," and various other pamphlets-FBI

FIRE PROTECTION:

"It's a Job to Save a City"-National Fire Protection Association

APPENDIX A Continued

FOOD SERVICE:

"Looking for a Career," "Supermarket Manager," "Meatcutter"-(2) Food Marketing Institute

FOREIGN SERVICE:

"Communications and Records Assistants," "Career Fields in the Foreign Service," plus samples of 1978 examination-U. S. Department of State

FORESTRY:

"Challenges of Forestry"-State University Colleges of Environmental Science and Forestry
"Opportunities Unlimited for Careers of Prestige and Profile.," "The Challenge of the Forest..," "Opportunities Unlimited in the Forest Products Industries," "College and Universities," "Schools and Colleges," "Career Profiles in Forestry..,"
-National Forest Products Association

GEOLOGY:

"Geology-Science and Profession"-American Geological Institute

GRAPHIC ARTS:

"Graphic Communications Careers: Turning Ideas Into Images"-Eastman Kodak Company

HANDICAPPED:

"Working Together...the Key to Jobs for the Handicapped"-AFL-CIO Veteran's Administration also send numerous pamphlets on this subject.

HEALTH:

"Health Careers Guidebook Reprints:-Nursing, Environment, Medical Technology, Medical, Asst., Inhjalation Therapy, and 10 other topics. (2) "Health Professions Student Loan Program," "Health Manpower Issues"-Public Health Service
"What is a Public Health Educator?"-Society for Public Health Education, Inc.
Numerous Booklets from the Veteran's Administration

APPENDIX A Continued

HOSPITAL ADMINISTRATION:

"Your Career in Hospital Administration," "Graduate Programs in Hospital Administration"-American College of Hospital Administrators

INSURANCE:

"The Life Insurance Career," "Life Insurance Sales-a Career for Women"-Life Insurance Marketing &Research Association
"Grow with New York Life" and Misc. brochures received-New York Life Insurance Company
"How to Select a Sales Career"-Union Central Life Insurance Company

JOB APPLICATION:

"Can I Get the Job?" "General Motors Institute"-The College Graduate and General Motors"-General Motors Corp.

JOURNALISM:

"Journalism Careers and Scholarships," "A Newspaper Career and You"-Newspaper Fund

Law:

"Law as a Career"-American Bar Association
"A Review of Legal Education in the U. S., Fall 1977 Law School and Bar Association Admissions Requirements-ABA

LAW ENFORCEMENT:

"Police Educational Characteristics and Curricula," "Criminal Justice Career Opportunities," "Criminal Justice Careers," "Law Enforcement and Related Jobs with Federal Agencies-LEAA

LIBRARIANSHIP:

"Occupations in Library Science"-Bureau of Apprenticeship and Training

MATHEMATICS:

"So You're Good at Math"-Society of Actuaries

APPENDIX A Continued

MEDICAL TECHNOLOGY:

"Careers in Medical Technology"-Veterans Administration
"EMT Requirements and Informational Phamplets"-National Registry of EMTS
"National Compensation Survey"-American Society for Medical Technicians

MENTAL HEALTH:

"Careers in Mental Health"-National Institute of Mental Health

METALLURGY:

"Careers in Metallurgy and Metallurgical Engineering"-Metallurgical Society of AIME

MUSIC:

"Music Specialist"-Music Educators National Conference
"What You as a Careers Counselor Need to Know About Music Therapy," "A Career in Music Theropy"-National Association for Music Therapy

NAVY:

"The Navy Challenge: Pocket Guide to Enlisted Programs,"
"The Navy Nurse"-U. S. Navy

NURSING:

Opportunities in Nursing-Chicago Area Nurse Recruiters
"Nurse Careers in the Veterans Administration"-VA

OCCUPATIONAL THERAPY:

"Educational Programs Listing of Schools"-The American Occupational Therapy Association

OPTOMETRY:

"Optometry," "What is an Optometrist?,"-American Optometric Association
The Veterans Administration also sent several booklets on this subject.

PHARMACY:

"Your Career Opportunities in Pharmacy"-Pfizer

APPENDIX A Continued

PHOTOGRAPHY:

"Focus on Your Future," "Directory of Colleges and Universities Offering Photography Instruction"-Photographic Art and Science Foundation

PHYSICAL THERAPY:

"Careers in Physical Therapy"-American Physical Therapy Association

PHYSICS:

"You Can Make a Better World Through The Wise Use of Science"-American Institute of Physics

PLUMBING AND HEATING:

"Plumbing, Heating and Cooling Industry Information Sheets" -National Association of P. H. & C. Contractors

PODIATRY:

"Students-Consider a Career in Podiatry," "General Information to Prospective Students of Podiatric Medicine"-American Podiatry Association

PSYCHOLOGY:

"Psychology as a Profession"-American Psychological Association

PUBLICATIONS RELATIONS:

"Careers in Public Relations"-Public Relations Society of America

REHABILITATION:

"The Rehabilitation Counselor," "Want to Help People," "How Will You Choose to Help Others,"-National Rehab. Counseling Association

SALES:

"Selling as a Career," "Careers,"-Armstrong Cork Company

SCIENCE WRITING:

"A Guide to Careers in Science Writing," "Introduction to NASQ"-National Association of Science Writers

APPENDIX A Continued

TEACHING:

"Teaching as a Career"-American Fed. of Teachers

TECHNICAL WRITING:

"Is Technical Writing Your Career?-National Association of Technical Writers

VETERANS ADMINISTRATION:

"Administrative Careers in the Veterans Administration," "Technical, Clerical, and Trades Careers"-VA

Appendix B

JOB DESCRIPTIONS FOR
HUMAN DEVELOPMENT PERSONNEL

APPENDIX B

Division Chairperson Duties

1. Recommend faculty instructional assignments to the Dean.
2. Report instructional assignments to the faculty as soon as the Dean has released assignments for a quarter.
3. Assist the Dean in preparing schedules of classes.
4. Discuss with the Dean the recruitment, appointment, and release of faculty members.
5. Report to the Dean instructor absences, grievances and other matters which may affect instruction.
6. Promote harmony among members of the Division and among the Division and other members of the college.
7. Assist the faculty in the solution of instructional problems.
8. Prepare the budget with the assistance of the faculty for presentation to the Dean.
9. Review instructional materials including textbooks and syllabi materials and help write appropriate instructional objectives.
10. Work to maintain a reasonable balance among an instructor's committee chairmanship, committe memberships, other duties, and instructional duties.
11. Act as an academic advisor to students as assigned and assist in the supervision of an academic advising program for students; also assist in student registration.
12. Maintain records and reports.
13. Hold regular division meetings.
14. Teach assigned courses.
15. Post and adhere to a 35 hour work week on campus.
16. Serve as a member of committees, sponsor of various clubs or other extracurricular activities as assigned by the President or Dean.

APPENDIX B Continued

17. Continue his/her own professional development through study, membership in professional organizations, or other activities calculated to make him/her more effective and better informed.

18. Carry out other duties as may be assigned by the President or Dean.

APPENDIX B Continued

Human Development Duties for the Division Chairperson

1. Administering standard tests to prospective students and storing and reporting the results of such tests.

2. Preparing materials to be used by the Dean, the Registrar, and the faculty in guiding and advising students.

3. Counseling and instructing students and prospective students regarding college programs suitable to their interests and abilities.

4. Counseling students regarding their problems in adjusting to college life and, when necessary, consulting with the Dean and with the student's advisor about a student's problem.

5. Assisting the Dean and the Registrar in preparing faculty for their roles in student registration and advisement.

6. Assisting the Dean and the appropriate division chairmen in determining criteria for assigning students to remedial or advanced classes.

7. Guiding students with health problems, either physical or mental, to the proper agencies outside the college.

8. Recommending to the Dean appropriate tests for measuring objectively the effectiveness of the institution's instructional programs; and administering, or supervising the administration of, such tests.

9. Supervising guidance and counseling programs and preparing pertinent reports.

10. Conducting correspondence regarding guidance and counseling programs.

11. Representing the institution in state and regional associations of guidance workers and counselors; and attending meetings of such associations when necessary and appropriate.

APPENDIX B Continued

Counselor Job Description

A. PRIMARY FUNCTIONS

1. Perform academic, personal and career counseling and guidance.

2. Perform career guidance and job placement duties.

B. MAJOR RESPONSIBILITIES AND ILLUSTRATIONS OF KEY DUTIES

1. Do Psychometic Testing.

2. Administer standardizing group tests.

3. Store and report results of tests.

4. Prepare materials for use by the college administration and faculty in guiding and advising students.

5. Counsel and guide students and prospective students in college programs suitable to their interests and abilities.

6. Counsel students regarding their problems in adjusting to college life and, when appropriate, consult with the Dean and the student's advisor.

7. Assist the Dean in preparing faculty for their roles in student registration and advisement.

8. Assist the Dean and the appropriate Division Chairperson in determining criteria for assigning to remedial or advanced classes.

9. Guide students with health problems to the appropriate agencies outside the college.

10. Recommend to the Dean appropriate tests for measuring objectively the effectiveness of the institution's programs and administer or supervise the administration of such tests.

11. Prepare pertinent reports relating to guidance and counseling programs.

12. Conduct correspondence concerning guidance and counseling programs.

13. Represent the institution in State and Regional Associations of Guidance Workers and Counselors and attend meetings of such Associations when necessary and appropriate.

Appendix C

FINANCIAL AID BROCHURE

NORTHWEST ALABAMA

STATE JUNIOR COLLEGE

STUDENT FINANCIAL

AID PROGRAM

Obtain Applications From:

Financial Aid Office
Northwest Alabama State Junior College
Phil Campbell, Alabama 35581

NORTHWEST PROGRAMS

Northwest Scholarships - Northwest offers a variety of full-tuition scholarships. One scholarship is available to high school senior from each school in Colbert, Franklin, Marion, Lauderdale, Winston and Lawrence counties. Basketball scholarships are available to both men and women. Performing arts scholarships for band participation and several student activities are also available. One scholarship per county is also provided for GED holders.

COUNTY/OTHER

Franklin County Scholarships - Any student who has resided in Franklin County for two years may receive $120 per year, applied toward tuition. This is supported by Franklin County citizens through tax.

Delta Kappa Gamma Scholarship
Awarded to a sophomore girl from Franklin County who plans to enter the teaching field. The amount is $100 to be applied toward the student's tuition.

Tyrus R. Prichard Loan Fund - For students from Franklin County who are planning careers in health related fields. Two low interest (6%) loans are available each year.

Kiwanis Club - Two scholarships are offered by the Tuscumbia Kiwanis Club to graduates of Deshler or Colbert Heights Schools who attend the Tennessee Valley Center. Each scholarship covers the student's tuition for one academic year.

NORTHWEST JUNIOR COLLEGE FINANCIAL AID

Northwest is a two-year public junior college with a student population of 1,000. Northwest awards the Associate in Arts, the Associate in Science, the Associate in Applied Science Degrees and certificates. The Associate in Applied Science Degree includes occupational programs such as Secretarial Science, Law Enforcement, Nursing, Forest Production and Harvesting, Computer Science and others.

HOW TO APPLY

Students interested in financial aid to attend NORTHWEST ALABAMA STATE JUNIOR COLLEGE may be eligible for assistance under one of several programs. Programs include federal, state, college and local aid. Any interested person should contact the Financial Aid office or Counselors at either campus.

THERE IS NOT CHARGE TO APPLY FOR ANY OF THESE PROGRAMS.

ELIGIBILITY

Eligibility for financial assistance usually requires that you -

- Be a citizen of the U. S.
- Be enrolled as a student at least on a half-time basis.

Specific programs have varied eligibility requirements. There is no age limit on most programs. Most financial aid may be used at either the main campus of Northwest or the Tennessee Valley Center in Tuscumbia.

ESTIMATE OF COLLEGE COSTS

Detailed financial planning is vital to your college preparation. The estimated costs for attending Northwest while living at home are:

Tuition (3 quarters)	$240
Books & Supplies	165
Student's Room	N/A
Student's Board/Meals	970
Personal (clothing, recreation, medical)	500
Transportation	435
Total Annual Cost	$2,310

WHAT IS AVAILABLE

If you qualify for financial aid, your award may include grants (outright gifts of money), loans (borrowed money which is repaid with interest) and employment which allows you to work and earn the money you need. You may be able to obtain aid from a combination of these programs.

FEDERAL PROGRAMS

Basic Educational Opportunity Grant - (BEOG). These grants are made available to students with family incomes up to $25,000 a year. Those who qualify will receive up to $1,012 based on their financial need. The student makes application for the BEOG, receives a student eligibility report and then takes it to the Financial Aid office. The student then receives a check each quarter from the school.

College Work Study - This employment enables students to work at the minimum wage during their free time in different areas on campus. At the present time, a student may earn up to $58 per week for part-time work. Eligibility is based on the BEOG eligibility report (see preceding).

Guaranteed Student Loan (GSL) This 7% interest loan is available to almost any student regardless of financial need. A private lender makes this loan directly to the student. The maximum a student may borrow as an undergraduate is $2,500 a year..

Nursing Scholarship Program - Any student that pursues a program leading to the Associate Degree in Nursing may be awarded $200 per year for up to two years. A student, to qualify must require financial assistance. Need analysis is based on the BEOG.

STATE PROGRAMS

Alabama Student Assistance Program This program is designed to provide up to $300 in financial aid to residents of Alabama. Deadline for receiving first priority is April 1. Each applicant submits an application to BEOG and an application to Alabama Student Assistance Program. Applications are available through the Financial Aid office.

Rita McClusky Nursing Loan - A $250 loan to students in the Nursing program. It is interest free until 9 months after graduation.

Veteran's Benefits - Northwest's program is approved for students eligible for benefits under the G. I. Bill.

Social Security/CETA - These and other programs should be investigated with the area employment and social security office. Northwest's programs are applicable.

FOR FINANCIAL AID OR FOR APPLICATION INFORMATION CALL 993-5331 or 383-8225

NORTHWEST ALABAMA STATE JUNIOR COLLEGE

PHIL CAMPBELL TUSCUMBIA

Appendix D

BROCHURE EXPLAINING THE
SAIL PROGRAM TO STUDENTS

SAIL

Student Advancement In Learning

WHAT IS SAIL? SAIL is a complete one quarter college program especially designed to strengthen the skills you need to succeed in college.

WHO SHOULD ENROLL IN SAIL? Any student who does not believe his or her math, reading, comprehension, or writing skills are up to the level needed to succeed in college would benefit from SAIL. Any student entering college under the GED or who has not been enrolled in school in several years would find that SAIL introduces them to college and prepares them for college level work. SAIL can be great for your self confidence.

UNCERTAIN ABOUT SAIL? If you are uncertain about whether or not SAIL would benefit you, the counseling staff at Northwest can provide assessment testing including the ACT, SCAT, and Self-Concept testing, as well as provide individualized counseling.

WHEN SHOULD I TAKE SAIL? You should enroll for SAIL as your first quarter in college. SAIL will be offered in the Summer and Fall quarters.

WHAT WILL I TAKE IN SAIL? The SAIL program consists of a full-time load of college credit courses, all especially designed to work together. These are:

PSY 105 - Development of Personal Potential (5)
EH 120 - Communications (3)
MH 105 - Business Math (5)
PSY 100 - Orientation to College "College Survival" (1)
PE - Elective (1)

- For a Total of 15 Hours

HOW DO I ENROLL IN SAIL? You should talk to the SAIL counselor at Northwest or your assigned faculty advisor as soon as possible. You may also be referred to the SAIL counselor by your advisor at registration, the admissions' office when you make application to Northwest, or your high school counselor.

IS THERE ANYTHING ELSE IN SAIL? YES, an individualized counseling schedule will be established for you with you advisor as part of the Orientation class.

You will have committed to complete a one quarter program designed for your own advancement--so contact our SAIL counselor and...

...SAIL THROUGH YOUR FIRST QUARTER OF COLLEGE.

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